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ABSTRACT

The Harrisburg (Pennsylvania) experience-based career education (EBCE) program was developed as an alternative program focusing on career exploration with the ultimate goal of career decision making. Using two main curriculum documents ("Student Program Guide" and "Student Career Guide"), the program staff worked with each student individually to build a career exploration plan integrated with an academic program based on stated learning outcomes. In addition, all students in the program had to complete a "Career Planning and Decision Making" course, which promoted mastery of basic career decision making skills. Instead of attending traditional classes at the John Harris Campus, the Harrisburg High School EBCE students spent 70 to 80 percent of their time at community sites of their choice, completing their individualized academic and career program. The other 20 to 30 percent of their time was spent "in house" at a learning center working with staff on guidance, evaluation, and direction in the areas of both academic and career exploration work. The learning potential of the community was continuously analyzed and recorded in documents called "Experience Site Learning Guides." These guides provided job descriptions and guided the students in identifying experience sites of their choice. (This document provides a complete description of the program model; CE 023 634 includes a three-year evaluation report.) (BM)

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ABSTRACT

EXPERIENCE-BASED CAREER EDUCATION

HARRISBURG SCHOOL DISTRICT
HARRISBURG, PA

BENJAMIN F. TURNER, SUPERINTENDENT
GERALD A. STEGER, EBCE DIRECTOR

APRIL 15, 1977

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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REFERENCE

A COMPARISON OF FOUR EXPERIENCE-BASED CAREER
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EDUCATION AND WELFARE

PURPOSE

THIS DOCUMENT INTENDED FOR DISSEMINATION PURPOSES
OF THE EBCE CONCEPT AND THE WORKING MODEL AS
UTILIZED BY THE HARRISBURG SCHOOL DISTRICT

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I. INTRODUCTION - THE EXPERIENCE-BASED CAREER EDUCATION CONCEPT

Experience-Based Career Education (EBCE) is a new and different approach to secondary education. EBCE attempts to combine learning activities outside and within the school into a balanced, comprehensive, individualized program for high school students. The community is analyzed for its potential as a learning resource or classroom. Student experiences in the community are then carefully planned, supervised and evaluated.

Students learn subject matter normally studied in the traditional classroom, but they learn through the practical application of academic disciplines in the work world. They explore important new dimensions about themselves and potential careers, and they learn how to make informed career decisions.

The concept of Experience-Based Career Education (EBCE) was initiated in 1971 by the United States Office of Education. After a series of feasibility studies, four regional laboratories were selected by the National Institute of Education to develop the EBCE concept into an operational alternative for high school students. The four educational laboratories each structured a different approach to the formation of an EBCE model. Harrisburg School District examined each of the four models and chose to implement the model developed by the Appalachia Educational Laboratory.

This model was chosen as the school district administrators felt that this model would best meet the needs of our students.

II. PROFILE OF THE HARRISBURG MODEL

The Harrisburg EBCE program is a comprehensive alternative program focusing on career exploration with the ultimate goal of career decision making.

The EBCE curriculum is designed around the academic courses and graduation credits required by the school district, but is a total alternative to traditional course work. Five major areas (Career Education, English/Communications, Mathematics, Natural Science, and Social Studies) form the basis of a concept-centered curriculum, and the academic course work is integrated with career exploration experiences in the community (Harrisburg and the greater Harrisburg area).

Using two main curriculum documents - - - the Student Program Guide and the Student Career Guide - - program staff work with each student individually to build a career exploration plan integrated with an academic program based on stated learning outcomes. All students in the program must also complete a "Career Planning and Decision Making" course, which promotes mastery of basic career decision making skills.

Instead of attending traditional classes at the John Harris Campus, the Harrisburg High School EBCE students spend 70 to 80 percent of their time at community sites of their choice, completing their personalized or

individualized academic and career program. The other 20 to 30 percent of their time is spent "In House" at the Keen Learning Center working with the staff on guidance, evaluation, and direction in the areas of both academic and career exploration work.

The learning potential of the community is continuously analyzed and recorded in documents called, Experience Site Learning Guides. The guides are enlarged job descriptions. The students use these learning guides and diagnostic testing keyed to the United States Department of Labor's 114 Worker Trait Classification system to assess experience sites of their choice.

III. CURRICULUM

A. Curriculum Design -

A concept-centered curriculum based on or around five major areas (Career Education, English/Communications, Mathematics, Natural Science, and Social Studies), which are subdivided into a hierarchy of 18 major concepts, 85 subconcepts, and over 500 general learning objectives or outcomes. These general objectives form the base for an almost infinite number of specific objectives for individualized student learning activities.

The academic concepts, subconcepts, and objectives are organized into 28 EBCE academic courses from which students build their EBCE learning programs. Some of the program courses are traditional (e.g. Algebra, General Math, Chemistry, Standard English) and others are more or less non-traditional (e.g., American Institutions, Family Relationships, Modern Technology).

Based on their academic transcript requirements from the John Harris Campus and projected educational plans, the students, in consultation with their Learning Coordinators select the courses they need and/or want; and then select a limited number of subconcepts and general objectives, which constitute the organizing structure of their individualized academic programs. In addition to the selecting of academic

courses students also begin focusing on the world of work as they undertake the process of career planning and decision making.

B. PROGRAM AND GRADUATION REQUIREMENTS -

The Harrisburg EBCE student, even though housed in a learning center physically separate from the John Harris Campus, does graduate from Harrisburg High School.

Therefore, the minimum requirements that the Harrisburg EBCE program imposes on participating students are twofold:

1. EBCE students must successfully or satisfactorily complete all EBCE academic course requirements.
2. All graduation standards or requirements as set by the school district in relation to credits and courses must be met.

Major emphasis during student orientation is on identifying and verifying remaining course and credit requirements for each student, and a major evaluation and curriculum planning focus throughout the student's EBCE academic program is pointed toward acceptable completion of those graduation requirements. At this time consideration is also given to courses and activities above and beyond the minimum graduation requirements in order to prepare students for possible projected educational or training goals after graduation.

The school district and Pennsylvania State Department of Education requirements for Physical Education are fulfilled through contract work, on an hourly basis, at the local YMCA, Boys' Club, City Recreation program or other

approved agencies where the student can undergo supervised recreational and/or physical activity.

Additionally, all EBCE students must participate in an EBCE Career Planning and Decision Making Course during each semester.

Supplemental requirements or choices of academic activities may vary, depending on student and parental requests and/or needs - from basic reading and mathematics proficiency through special courses for students seeking certain types of postsecondary education or training.

Although the Harrisburg EBCE Program has been deliberately designed to "stand alone" by being housed in a separate building (the Keen Learning Center), any and all of the regular academic classes from the John Harris Campus can easily be incorporated into the student's EBCE program and vice versa. This gives the program and the student excellent mobility. In several cases, there are EBCE students returning to the John Harris Campus each day for specialized courses in Math, Science and Typing.

C. MODE OF LEARNING -

Curriculum, instructional and evaluation strategies revolve around the conviction that the process of learning must be as carefully and completely taught as the content of learning. The major instrument for documentation and guiding student learning is the Activity Sheet, a single page learning model or outline designed to develop critical thinking and inquiry skills in the student while he or she pursues the specific content assignment of the project. The Activity Sheet briefly outlines or lists specific academic tasks or assignments. Each activity sheet is to be a short term project that is either academic or career oriented and will generally have a timeline of one to three weeks for completion. These assignments, which are the basic structures of all EBCE courses are planned to help the student gain skill in five clearly specified levels of inquiry - defining the problem, gathering data, organizing/analyzing data, generalizing or making inferences and communicating the results. Each completed activity sheet is evaluated in four different ways, one of which is student progress in using these inquiry or critical thinking skills. Harrisburg EBCE students not only master specific subject information but also master and apply the basic skills needed to continue learning and thinking rationally and effectively throughout life.

In addition to the above described Activity Sheets, the EBCE students have access to additional assistance and/or academic work through a tutoring team composed of

eight teachers from the John Harris Campus.

The Activity Sheet and any other academic work is evaluated under an EBCE point system to enable the student to assess progress. The points are also converted into letter grades each quarterly report period and forwarded to the John Harris Campus for report card issuance.

D. STUDENT LEARNING PLAN DEVELOPMENT -

All EBCE students participate in a one week orientation week upon entrance into the program. At this time the students become familiar with the program, take the Career Maturity Interest Inventory and work in the Student Program Guide. This guide is a manual to help students (a) identify their career interests and aptitude using self-assessment exercises and tests; (b) identify their academic needs and interests through transcripts and basic skills inventories; and (c) select specific EBCE courses, job titles, experience sites and academic themes based on these academic and career assessments. Several manuals and guides cross reference general career and academic choices with experience sites, texts, exercises and community resource persons so that each student can create the precise blend of activities, materials and locations which are most appropriate. The Student Program Guide is also the main instrument the Learning Coordinator uses to record all progress and experience of the student. Therefore, the guide always remains in the office of the Learning Coordinator and is utilized by the student on "In-House" days only.

Personalized counseling, discussion and negotiation sessions between a student and Learning Coordinator (Staff person filling the role of teacher/tutor/counselor) then lead to the creation of the Activity Sheet. The student works on the Activity Sheet while at the experience site, in-house (at the Keen Building), or at home. Each student then

has a scheduled conference with his or her Learning Coordinator each week to discuss and evaluate the student's progress with the Activity Sheets.

E. CAREER PLANNING AND DECISION MAKING -

The Harrisburg EBCE program emphasizes the interrelationships among three aspects of career planning and decision making: (1) self-knowledge/aptitudes, interests, temperaments, skills (2) knowledge of specific careers/jobs and (3) generalized world of work information. Students, during the orientation week, take several career-related self-assessment instruments. The resulting information is entered in the Student Program Guide Manual and through a matrix is cross referenced to the United States Department of Labor's 114 Worker Trait Group Classifications. This enables the student to have a basis for selection of several types of careers for initial investigation. The student is also given a Student Career Guide, which is a self-directed workbook or career search instrument. The experience site placement, in conjunction with the continuous use of the Student Career Guide and specific Activity Sheets, involve the student in simultaneously gaining information about (a) a specific job or career, (b) the job or career environment, (c) aspects of the world of work and (d) the degree to which the student's initial assessment of personal career aptitudes and interests actually match the real world experiences the student is having. The cycle of assessment, placement information collection and reassessment occurs at short intervals throughout the year.

F. CERTIFICATION OF LEARNING -

The EBCE program has detailed procedures for working with parents and the home school, John Harris Campus, to translate EBCE experiences into high school credits and grades.

Accountability is essentially maintained through four sets of mechanisms:

1. Forms and worksheets which capture or summarize all individual student curricular decisions (courses, sites, needs, goals, activities and evaluation criteria).
2. Evaluation Procedures and documents which the EBCE staff, students, resource persons, parents and school personnel use to continuously teach, measure, and record student performance and learning.
3. External Evaluation for assessing progress and modification of program.
 - a. Educational Research and Development Associates (ERANDA) serves as Third Party Evaluation Agency to assess, evaluate and make recommendations
 - b. Performance Review - Conducted by the Region III Office of the U.S. Department of Health, Education, and Welfare. A four person team consisting of the Federal Regional III Director, a representative of the Pennsylvania Department of Education, a regional EBCE Project Director and a Career Education Professor from a college.
 - c. Technical Assistance - Program has contracted for technical assistance in operational areas from the Appalachia Educational Laboratory.

4. Procedures and Materials, approved by the school district, as a means to translate individual EBCE student academic activities and performance clearly into standard credits and grades to be entered on students' high school transcripts and report cards at the home school (John Harris Campus).

Upon satisfactory or successful completion of the EBCE program each participating student receives a regular diploma from Harrisburg High School and a Career Education Certificate.

G. GROUP EXPERIENCES -

Small group activities within the EBCE program are designed to provide and/or supplement student growth and learning in several ways:

1. Academic Groups enrich learning in ways such as sharing common problems and interests and participating in cooperative small group academic projects.
2. In Career Groups students share information and insight about their site placement and learning experiences; obtain information about training, job seeking, small businesses, etc., and practice assessing and applying individual career aptitudes, skills, etc.
3. Guidance/Counseling Groups provide opportunities for students to develop and promote self-awareness, self-confidence, problem solving and values clarification. Attempts are also made to bridge the gap between the familiar group approach to education (classrooms) and the new one-to-one relationships (EBCE), and build their skills in human relations and communications.

The above group activities take place each week during the students "In-House" day at the Keen Learning Center. These are directed by the Learning Coordinators and the Guidance Counselor. Also, each month a student workshop is held where the students report in-house for a full day to become involved in such areas as sex-fair exposure, Armed Forces Day, Union Awareness, Career Speakers, etc.

4. Co-Curricular Activities - all EBCE students are encouraged to participate in any and all activities offered at the John Harris Campus and within the school district. Experience site schedules are adjusted so that students are able to arrive at the John Harris Campus for Band, Athletics, Drama, etc.

IV. EMPLOYER/COMMUNITY UTILIZATION

A. ROLE OF COMMUNITY PARTICIPANTS -

In EBCE the community literally becomes the classroom and/or the school as the students spend approximately 70 to 80 percent of their time at the various experience sites. (An experience site is the business, professional or industrial concern where the student experiences various aspects of the world of work). Once a student is placed in a specific work situation, a Resource Person (employer, employee, or management level individual at the experience site) begins working with the student on a one-to-one basis in the following ways:

1. Instructing and/or teaching the student about the specific jobs(s) career(s), or profession(s) involved at that particular experience site.
2. Answering questions about the work situation to help the student complete the necessary activities in the Student Career Guide.
3. Helping the student work on assigned Activity Sheets, when the sheet completion involves site related projects. Some resource persons have agreed to evaluate some of the Activity Sheets. Also, some resource persons have volunteered to help with other academic activity sheets in the areas of Math, English, Social Studies, etc.
4. The Resource Person fills out a Student Evaluation Form, upon termination of the site, to assess the students' progress and record attendance.
5. Providing the student with special types of tutoring and demonstration in specific areas of expertise.

6. Resource persons are requested to give letters of recommendation at the termination of a placement. These are for the students use in applying for jobs in the future.
7. Weekly contact with the students' Learning Coordinator as to progress, problems, attendance, etc.

In order to assist the resource person in the above areas, a Guide for Resource Persons is given to each resource person, which summarizes key information about EBCE generally and about the resource persons responsibilities within the program.

B. SITE RECRUITMENT PROCESS -

Experience sites for the Harrisburg EBCE Program were recruited by the EBCE Director making initial presentations to the Rotary Club of Harrisburg, the Chamber of Commerce, other service clubs and groups of professional, industrial and business leaders. Once a business, industry or profession has expressed an interest, the entire EBCE staff serves as site analysts. At this point the job descriptions, hours and all other necessary arrangements for student placement are worked out with the employer.

After the initial site analysis for the implementing of the program, the site recruitment becomes the responsibility of the director and the counselor/site analyst.

As the program continues, site analysis is an ongoing process. Contacts with sites are either made by telephone, based on student request, or through referrals given to staff by current experience site resource people.

The EBCE staff has been very pleased with the warm reception and cooperation the business, industrial and professional sectors of the community have extended to the concept of EBCE in Harrisburg.

To date, over 75 different businesses and/or industries are participating, giving the Harrisburg EBCE program the capability of placing over 300 students at one time (if the interest and capabilities of the students fit the 300 slots).

C. SITE ANALYSIS -

EBCE utilizes a system for experience site analysis which (a) can be completed within a matter of hours, (b) provides full documentation on learning potential at any site and (c) generates the data needed for students and program staff to make knowledgeable and accurate decisions about site placements and site activities. The product of this analysis is an Experience Site Learning Guide for each site. These guides contain basic logistics on the site, general information and relevant requirements (e.g., dress code, transportation, lunch, etc.) capsule descriptions of each segment of the experience site and detailed descriptions and summaries of the academic and career learning activities a student can undertake with that resource person. The data in these guides allows students and Learning Coordinators to select sites and resource persons as well as to generate detailed specifications of learning activities.

D. SITE UTILIZATION -

Students spend an average of 80 percent of their time (four days out of five) learning at community business and/or industrial experience sites. The four out of five days is a general guideline and may be shortened to one, two, or three days in the community, depending on the student's academic needs and/or social progress. The site provides the environment and opportunity for both career and academic learning. Student learning experiences at community sites can range from observation to extensive hands on activities. Sites are involved in student learning to the extent that the resources of the site and its capabilities permit.

The basic learning possibilities are established through the site analysis process and documented in the Experience Site Learning Guide. With this information the EBCE Learning Coordinator and each student create a series of Activity Sheets which identify the academic courses, career areas and specific activities the student will pursue while at the experience job site. Each Activity Sheet generally covers a one to three-week period. The resource person at the site receives a copy of the Activity Sheet and thus knows what can be done to help the student learn. The Learning Coordinator visits the site at least once during the student's placement. Upon completion of the placement, the resource person submits to the Learning Coordinator (LC) a formal evaluation of the student's activities, progress and performance.

E. CATALOGUING OF SITES AND CAREER OPTIONS -

As the EBCE program utilizes a large number and wide variety of community experience sites, the program needs a systematic approach to identification, classification, and cataloguing of those sites and all the various career exploration possibilities involved. In addition to the program organization needs there are two other dominate reasons for this: (1) The addition of new sites and more numerous career exploration possibilities is an ongoing process. The program can never reach a saturation point as to the number or variety of experience sites. (2) The students need an organized system they can utilize to identify and select a variety of career exploration possibilities.

The United States Department of Labor's 114 Worker Trait Group System was chosen to be the identification, classification and cataloguing system. The experience site analysis procedure which focuses on this system provides a way to classify the resource person's job title into the appropriate Worker Trait Group and describe the learning opportunities and possibilities in detail. Cross-referencing and documentation materials assure that students can easily find all the relevant data.

Students first relate their career interest, aptitudes and temperaments to specific Worker Trait Groups. They then identify the available sites and job titles within those groups and obtain detailed information about any or all related jobs

and careers. Once this is completed the Learning Coordinator, through the Placement Counselor, will make the necessary arrangements for the student to be placed at one of the available experience sites of his or her choice.

V. GUIDANCE -

A. STUDENT ACCOUNTABILITY -

The EBCE program addresses student accountability in two ways: (1) through clear and mutually agreed on statements of objectives and time frames, and (2) behavior as part of the learning process rather than as something that interferes with learning.

The Student Program Guide and several other documents and forms clearly specify student learning objectives, learning activities, program decisions and goals, and evaluation criteria. Formal cycles of program review and updating take place, separated by maximum intervals of nine weeks (review and updating occur more often for students with a record of difficulty, but the program works along the timelines of the district's quarterly report card system). Also, a progress report (indicating both academic and social progress) is forwarded to the parents approximately midway through each quarter or more frequently, if necessary. The program, and student accountability are dependent upon strong, positive parent awareness and involvement.

The Learning Coordinators and Counselor are trained to treat poor performance as a learning opportunity for the student and will work toward progress with each student. The Learning Coordinator will assist students having difficulty by altering their program or by creating new learning activi-

ties that focus on the difficulty. Becoming increasingly independent and responsible can thus become an important learning goal for the student in and of itself.

The one exception to the above is the student who continuously misses appointments, experience site days, or who refuses to attempt the activity sheets. If the staff, after counseling sessions by both the Learning Coordinator and the Counselor, a conference with the director, sees no progress in the student, he or she is returned to the home school. This is a last resort, but necessary for five reasons: (1) apparently the program is not meeting the needs of the student; (2) students must learn to accept certain standards; (3) creditability with home school as to standards; (4) responsibility and time to other cooperating students in the program; (5) creditability with the employers of the program and other students.

Attendance at the experience site is checked by three ongoing procedures: (1) Site visitations by Learning Coordinator and other staff members; (2) Secretary calls each site every Friday for attendance and progress report; and (3) The Resource person fills out a Student Evaluation Form at the termination of a placement.

B. SYSTEM OF GUIDANCE AND COUNSELING -

A. The EBCE Instructional Procedures and materials weave key aspects of guidance and counseling into all student learning. The Learning Coordinator plays a major role as in the one-to-one conferences held each week with each student focusing in on the following five areas to create an environment and set of experiences where learning and guidance/counseling are essentially one continuing event:

1. The inquiry process/rational thinking strategy built into each activity sheet. These sheets are structured, evaluated and discussed at each session.
2. The interactions between self-knowledge and directly experienced career information and insights are discussed.
3. The fact that program decisions are based on individual student needs and interests.
4. Careful documentation of student learning.
5. The one-to-one learning situations, whether with a Learning Coordinator or community resource person is one of the bases of the EBCE program.

B. Counselor - The Harrisburg EBCE program has a full time counselor who also serves as a Site Analyst and Placement Counselor. The Counselor takes referrals from the Learning Coordinator for one-to-one sessions. The Counselor is also responsible for structuring small group guidance and counseling sessions to supplement the individual growth and direction that flows out of the EBCE process.

This is of the utmost importance as there is a need for peer group interaction since most of the program utilizes an individualized approach. Each student is scheduled into a small group session each week.

- C. Student Workshops - At least once per month all students in the EBCE program are called "In-House" to participate in discussions, seminars, lectures, activities, etc., that they normally would not be exposed to "On-Site". Examples: Sex Bias and Fairness Workshop; Unions; Civil Service Examination and How to Take Them, The Labor Market, The Psychology of Getting Along with Others. These topics are discussed in hope of giving the student a more rounded and meaningful education - academically, socially and in career decision-making.

C. . STUDENT RECRUITMENT AND POPULATION -

1. Recruitment - Program designed as a pilot program for the first year with a voluntary enrollment of 40 students from the John Harris Campus, Harrisburg High School. Recruitment for the Harrisburg EBCE Program was conducted through:

- a. Slides (provided by the Appalachia Educational Laboratory) and oral presentations to the Junior and Senior Class Meetings at the John Harris Campus.
- b. Oral presentations by staff to the Guidance Classes at the John Harris Campus - followed by small group discussion groups.
- c. Public address announcements during the school day for a three week period.
- d. Posters placed throughout the school.
- e. Recommendations of the John Harris Campus Guidance Department, Attendance Office and Principals.

2. Population -

- a. Pilot program limited to 40 students from 11th and 12th grades only.
- b. Voluntary and by application - As a result of above recruiting, 93 students applied. The EBCE staff attempted to obtain a cross-section of the student population of Harrisburg High School and accepted students that appeared to most need a program such as EBCE. Basically the staff was looking for students who had no future goals or ideas of what they wanted to do following graduation from high school. The EBCE program is designed for that type of student as well as being effective with the full cross sections of student abilities, ranging

from National Merit Scholars to low achievers and potential dropouts. The program appeals to such diverse groups, both initially and on an ongoing basis, because of the wide range of opportunities offered in the program - individualization, community experience, a non-classroom setting, etc.

D. PARENT RELATIONS -

The parents of EBCE students are encouraged to become involved in virtually all aspects of their child's program:

- A. Both parental and student approval are required for program entry and parents participate in orientation sessions and one-to-one discussions with program staff before such approval is requested of them.
- B. The maintenance of an EBCE Parent Advisory Council, which functions in an advisory and program resource capacity.
- C. Written reports of student activities and progress are provided to parents on a quarterly basis.
- D. Telephone calls from Learning Coordinator to parents on a need basis to keep parents informed as to progress or difficulties.
- E. Special parent/student conferences are held anytime a student's performance suggests that a personal in-depth conference would be useful.
- F. Parents are invited to participate in career-oriented seminars and special presentations.

VI. MANAGEMENT -

A. Staffing Considerations -

The Harrisburg EBCE concept is based on a unitary staff role, rather than the use of various staff specialists. This concept or structure is extremely important during the initial stages of implementation and at the outset of each school term (before students come aboard), when the entire staff has to act as a team to recruit sites, conduct site analyses, recruit students and structure the program for the year. The Harrisburg EBCE staff utilizes four full-time members, a program secretary and a part time tutoring team.

1. Director - Administrative Supervisor. Responsible for the overall management of the program. Director handles all reporting to central School District Office, federal and state offices involved with the program. Evaluation and rating of staff and the servicing of staff's operational needs come under the director's domain. Other responsibilities include contacts for site recruitment, advisory committee structuring, public relations, student recruitment and student discipline.
2. Learning Coordinator - Learning Coordinators have full and direct responsibility for developing, maintaining, evaluating and updating all aspects of a student's learning program, both career and academic. The materials and procedures are structural so that each Learning Coordinator can provide these services for up to twenty students. The Learning Coordinator's position is the most involved and complex staff position as the Learning Coordinator is a teacher, tutor, friend, counselor and big brother or sister to each of his or her students. It is very time consuming because of the student conferences, site visitations, activity sheet evaluation and writing, parent conferences, resource people conferences and staff meetings.

3. Site Analyst/Counselor - This is a combination position that carries the primary responsibilities of:

- a. Assisting the Learning Coordinators with counseling and academic problems.
- b. Providing small group guidance/counseling sessions.
- c. Recruitment of experience sites
- d. Analysis of experience sites.
- e. Placement of students at the experience sites.
- f. Record keeping for placements, sites, grades, transcripts.

4. Tutoring Team - In order to provide excellent standards and in-depth materials for EBCE students desiring advanced courses in science, math, foreign languages, English and social studies, a team of teachers from the John Harris Campus (mostly department chairpersons) serve as a tutoring team to the EBCE program several hours per week on a need basis. This structure does three things for the program:

- a. Gives the EBCE student more opportunity for advanced courses, thus not closing the door of the program to college bound students.
- b. Gives the Learning Coordinator more opportunity to spend time with other students.
- c. Gives the Learning Coordinator expertise assistance in all academic disciplines.

B. FACILITY/TRANSPORTATION

1. Facility - The Harrisburg EBCE program is housed in a separate building, away from the home school yet fairly centrally located within the school district and city. The building, The Keen Learning Center, is a nine room edifice that meets the present needs of the program and also allows for future expansion.
2. Transportation - Transportation from home, or the Keen Learning Center, to the experience sites is available to the students by way of the public bus system of Harrisburg (Capitol Area Transit System or CAT). The EBCE program gives the student bus money within certain limitations. The CAT system basically meets the needs of the program at present. However, as the program expands and new sites on the fringe areas of the city are recruited, there will have to be adjustments made in the transportation aspects of the program.

C. INSURANCE -

The EBCE program and the Harrisburg School District appreciate employees, parents and students have concerns about the insurance and liability part of the program while a student is out at the experience site. The Harrisburg School District assumes the responsibility for both the liability protection and medical coverage for each Harrisburg School District student participating in the EBCE program in the following manner:

1. Medical - The district has purchased a student accident policy. This is a 24-hour medical insurance coverage that includes coverage to and from the experience site, as well as during the time spend at the site participating in the program.
2. Liability - Harrisburg School District carries a Comprehensive General Liability plus Excess Umbrella Liability Policy, which covers all activities sponsored by the District. This policy has been extended through a specific rider to include the Experience-Based Career Education (EBCE) Program.

Assuming the responsibility for this coverage, the school district feels it is providing sufficient protection for the business and/or industry, the student and the school district.

D. POLICYMAKING -

Policymaking in the EBCE program comes from both within the school district and from the community. Understandably, most of the policymaking for the program must be structured within the district and by (1) the School Board (2) the Superintendent's Office (3) the Project Director, and, (4) the EBCE staff.

However, in order to be totally effective there is a great need to involve both parents and the business/industrial sector of the community. Therefore, the Harrisburg EBCE program established two advisory committees:

1. Parent Advisory Council - meets once per month for input into total program and to give insight or reactions as related to the parents by students in the program.
2. Community Career Education Advisory Council - composed of representatives from business/industry, unions, professional groups, school officials and students. The council meets once per month to assist the school district in career education.

Neither council is an autonomous policymaking group, but rather each is a group that facilitates program operations by identifying community resources and personnel while acting in advisory capacity to EBCE program staff.